Brazil Student Teaching Abroad Participant/Spring 2011

**Action Plan**

**Strategies for utilizing global teaching strategies in my career:**

1. Develop a wiki page in which students from different countries can communicate with each other.
2. Have students explore the culture of another country they are unfamiliar with and create a Glog to share with their peers. As a group have students create a Glog about their own country. Explore the similarities and differences.
3. Compare a typical day for high school students in the United States and those in another country (such as my Wiki Page with interviews with students in Brazil).
4. Explore the history of the United States as we learn it, and compare it to the history of the United States as students in another country would learn about it. Discuss how this exploration impacts their perceptions of the history we learn about in school. Is there more than one way or side to view historical events from?
5. Have my students organize and host a multicultural day for the school, complete with dress, food and cultural stations of different countries of their choosing.
6. Have students visit different embassies, cultural heritage sites and museums in Raleigh and develop a report on a culture of their choosing.
7. Have students find members of their school or community that are of a different cultural or ethnic background and conduct interviews centered on their cultural background and impressions of the United States. Students will then combine the interviews to create a documentary: Cultures within United States of America.
8. Write letters, e-mails, or Skype with classes from a different country.
9. Watch films and listen to music that offer a historical and/or cultural perspective from a different country – explore the differences in interpretations of events based on our cultural upbringing.
10. Each week throughout the year have the class explore the meaning behind the flag of a different country: what do the colors, symbols, and/or words mean, what is its historical significance and what significance does this society place on their flag.

**Strategic Plan for sharing what I have learned with my school community:**

gmhsibexploresbrazileducation.wikispaces.com

The Garner High School Explores Brazil Education wiki page was created with the intention of sharing my experiences and newfound knowledge of the Brazilian education system with the students and teachers at Garner Magnet High School. The focus was on a typical day for high school students in Brazil and the United States. I conducted interviews with 10 US students and 15 with Brazilian students. These interviews have been posted on the wiki along with translations so that students and teachers can see what a day is like for the typical high school student in another country. Numerous links, pictures, videos and assignments are also provided in an attempt to make the wiki more interactive. Finally, my email address is offered as a contact for teachers interested in receiving a list of teachers in the opposite country willing to collaborate on a project in their classroom. It is hoped that this wiki will become, and remain, a bridge between the two schools and the two countries.

Creating this wiki page was both a challenging and edifying endeavor. I was not entirely successful at predicting the challenges I would face in completing this project. The time consuming nature of actually creating content is something that can only be understood by doing. However, in the process of creating this wiki I l have learned about a new technology, the culture of Brazil, and was able to meet and interact with many incredible people. The creation of this wiki page was prompted from both my love of other cultures and the importance I place on students learning about and appreciating different ways of life. The actual making of the page could not have happened without the opportunity I was given to study abroad for six weeks in Curitiba, Brazil. Before embarking on my journey I thought for weeks about how I could not only bring back my experiences of Brazil to the students at my school in Garner, North Carolina; but also how I could make those experiences relevant to them. In asking myself what would interest teenagers, I could come to no other conclusion than that of other teenagers. From this conclusion I thought it appropriate to explore the typical day of a high school teenager in the United States and in Brazil. What are the similarities and differences in their daily activities, how different is a typical school day in the two countries, what do they wear and what things do they enjoy?

The wiki page underwent innumerable revisions and complete overhauls. The final product includes the following pages:

* Home
* A Typical School Day, Brazil
* A Typical School Day, USA
* Language
* Explore Raleigh, NC
* Explore Curitiba, Paraná
* What does your school look like?
* Videos
* Links
* Assignments
* Teacher Contacts

The *Home* page simply serves as a general introduction to the site. The two pages titled *A Typical School Day* include videos of interviews with several high school students, both in the USA and in Brazil. Each page also includes transcripts of the interviews in the opposite language (either English or Portuguese) in a Word Document format. The pages *Explore Raleigh, NC* and *Explore Curitiba, Paranà* contain a plethora of pictures of the city and some general information of interest about the area. The What *does your school look like?* page includes pictures of Garner Magnet High School and of Colègio Estadual Campos Sales. The *Videos* and *Links* pages include links for teachers or students to further explore about North Carolina, the United States, Curitiba and Brazil. The *Assignments* Page is for teachers (or students) to share different ideas and lesson plans with other teachers regarding the use of this wiki page in their classroom. Finally, the *Teacher Contacts* page provides interested teachers with my contact information to receive a list of teachers in either the Brazil or United States eager to collaborate on a classroom project.

I believe this wiki page will provide a positive interaction between cultures for both the students at Garner High and Colègio Estadual Campos Sales. I hope that teachers at both schools are able to incorporate it into their classrooms and truly utilize the information it provides. I have received positive feedback so far, but as the product is not completely finished as of yet I will have to wait and see how much it will be utilized. I have a meeting with the principal of Garner High again on May 11th to present him the final product and plan to ask him to present the webpage at the next faculty meeting. I certainly plan to use this wiki in my own classroom in the future as a tool to compare cultures and as a bridge to communicate with members of another country. Perhaps I can have my students in the future continue to add new content to the wiki, making it a ongoing work in progress and constantly expanding the information it contains.

**Lesson (Unit) Plan:**

*Length of Lesson: Approximately 4-5 days*

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| Teacher | XXX |
| Subject | 10th Grade: Civics and Economics |
| NCSCOS Goals and Objectives | **9.05** Explain the impact on the United States economy of international trade and global products.  **9.06** Investigate the ways that domestic and international economies are interdependent.  **9.08** Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.  **10.03** Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.  **10.04** Demonstrate characteristics of effective citizenship.  **10.05** Describe examples of recurring public problems and issues.  **10.06** Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices. |
| Student Learner Objectives  “Student Will Be Able To…” | SWBAT:   * Identify characteristics of Brazil, its culture and its people. * Create a diagram of questions that arise from conducting research into another culture. * Ask questions that arise from conducting research about another culture of members of that culture. * Formulate an opinion about one aspect of the Brazilian culture after conducting in-depth research. * Construct a page for a wiki about Brazil to share with others. |
| Materials, Resources Needed | Post-it Notes and a board  Computers with Internet access (gmhsibexploresbrazileducation@wikispaces.com)  Skype log-in  Pre-arranged meeting time with class in Brazil |
| Day 1  Day 2:  Day 3:  Day 4 or 5: | * Begin by asking students what they know about Brazil – hand each student a post-it note and have them write 1-3 words about what they know about Brazil. At the bottom of the post-it note have them write one or two questions they have about Brazil that they would like to find out. Have students post the notes on the board and review a few as a class. (Keep these post-its up for the next week as the class focuses on Brazil and prepares for a Skype conversation with a classroom in Brazil). * WebQuest: Have the students begin on the wiki page: gmhsibexploresbrazileducation.wikispaces.com. Have them pay particular attention to the *Explore Curitiba* page. Ask them to explore different aspects of Brazilian culture and to log the web pages they are utilizing. Have them create a web diagram (or list, or other information diagram that works for them) about Brazilian culture. * After approximately 25-30 minutes, (monitor student progress to determine timing), have students explore the “*Typical School Day, Brazil*” page. Have each student watch a minimum of 3 interviews with Brazilian students. Have them begin another web diagram (or other diagram) of questions that watching the interviews raises for them. Inform them that these questions will be guiding questions for the Skype conversation tomorrow. Raise issues to help guide students questions (though they should be encouraged to create their own questions), encourage them to explore the economics of Brazil as a country and the impact this has on the country’s education system, also considering this same issue within the United States. * Next day: Students will Skype with a classroom in Brazil exchanging questions and answers of interest to the students. Afterwards students will write a reflection of the Skype conversation with a focus on their feelings of the experience, things they learned and questions they have to further explore about Brazil and its people. * Next day: Students will be placed in groups of four and each group will be responsible for adding a new page to the wiki. As a group students will have to decide on the content they will focus on. Some suggested content areas by the teacher would include: differences in education, sports, food, transportation, values, lifestyle, or other areas of student selection. Students should include pictures, videos, links, and personal snippets of information gleaned from their research and exchange with the Brazilian class from the previous day. (Meanwhile, class in Brazil will be doing the same regarding the United States). This may take 1-3 days, depending upon time and teacher preference. * Next Day: Have students explore the newly created pages on the wiki, both those created by the other groups in their own class, and those created by the students in Brazil. Conduct a discussion about how we perceive other countries and how other countries perceive us, how this perception can impact foreign relations, how impressions are formed and how they can be changed, the importance of keeping an open mind and learning about other cultures, how our global society has impacted economic considerations of every country, particularly the US and Brazil, etc. * Homework: Have students write a short thank you note to send to the class in Brazil we Skyped with. |